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ABSTRACT

South Carolina's utilization of Title I-Chapter 1 funds between 1979 and 1983 is summarized in this report. First, a statistical overview of Chapter 1's impact on the State as a whole is presented. Twelve charts are included which contain data on State allocation, student participation, personnel employed, budget funds by type of service, program effectiveness, and services provided for parents. The remainder of the report describes 27 different Chapter 1 programs, serving Grades 1-10, which have demonstrated effectiveness in meeting local Chapter 1 program needs. Each profile follows a similar format and provides comparative information on the program's size and scope, cost per student, enrollment, kinds of materials and supplies needed, and other features. Two of the profiles describe readiness programs, six describe reading programs, and the rest describe math programs. (KH)

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Chapter 1 as an Educational Resource in South Carolina

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Chapter 1 as an Educational Resource in South Carolina

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Introduction

In 1965, Congress enacted the Elementary and Secondary Education Act (ESEA). The largest financial component of this act, Title I, was designed to provide financial assistance in order to meet the special educational needs of children who were educationally deprived and who resided in areas having high concentrations of children from low-income families. In 1981, Public Law 97-35, the Education and Consolidation Improvement Act, extended Title I type financial assistance to local educational agencies to meet the special needs of disadvantaged children and changed the Title I designation to Chapter 1 of the act. Even though Title I ESEA has been amended many times, its basic "declaration of policy," as most recently stated in Public Law 97-35 (Chapter 1), remains as follows.

> The Congress declares it to be the policy of the United States to continue to provide financial assistance to State and local educational agencies to meet the special needs of educationally deprived children, on the basis of entitlements calculated under Title I of the Elementary and Secondary Education Act of 1965 . . . Further, the Congress recognizes the special educational needs of children of low-income families, and that concentrations of such children in local educational agencies adversely affect their ability to provide educational programs which will meet the needs of such children.
>
> Section 552, Public Law 97-35

Title I/Chapter 1 has funded compensatory education services for South Carolina school children for eighteen years. All children served are educationally deprived; Title I/Chapter 1 services attempted to provide the special assistance required to enable these youngsters to reach the educational achievement level appropriate for their ages.

This publication presents a summary of South Carolina's utilization of Title I/Chapter 1 funds as an educational resource for these specially identified children during the past five years, and identifies those projects exhibiting the greatest gains in terms of student achievement during FY 1983.

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Title I/Chapter 1 as an Educational Resource
A State Summary

This report consists of several tables which are intended to illustrate the extent to which Title I/Chapter 1 as an educational resource has impacted on South Carolina.

State Allocation

Title I/Chapter 1 funds were distributed to each state according to a prescribed formula which is contained in the law. Basically, the funds reflected the number of low-income five- to seventeen-year-olds residing in each state at the time the 1970 census was taken. Each school district received its proportionate share of state funds based on the number of low-income students residing in the district according to the 1970 census.

The following chart shows the amount of Title I/Chapter 1 funds received annually by South Carolina school districts for the past five years.

1979	$48,142,325
1980	$54,610,003
1981	$54,042,535
1982	$52,278,631
1983	$49,713,053

Number of Students Participating

The intended beneficiaries of Title I/Chapter 1 were educationally deprived children who lived in school attendance areas having high concentrations of low-income families. Eligible school attendance areas were identified and ranked on the basis of family income level. Those eligible school attendance areas with the highest percentages or numbers of educationally deprived children from low-income families were selected for Title I/Chapter 1 funding. Individual children within a selected school were eligible to be served on the basis of educational need. The selection of children to participate in the Title I/Chapter 1 program required the completion of specific needs assessment activities to assure compliance with the law and to confirm that the children most in need of educational help were identified and served.

The following chart shows the number of students served by Title I/Chapter 1 for the past five years (duplicated count).

1979	149,253
1980	118,986
1981	127,662
1982	97,899
1983	85,973

Participants by Instructional Category

The chart below indicates that during the past five years more students participated in reading activities than in any other instructional activity, with heavy emphasis also on mathematics. These facts affect the state's continuing emphasis on the improvement of basic skills.

	1979	1980	1981	1982	1983
Prekindergarten and Kindergarten	2,886	3,271	3,057	3,041	2,618
Other—Readiness	2,606	3,181	3,926	6,501	5,536
English, Reading/English, Other Language Arts	80,093	71,872	68,237	49,836	42,828
Mathematics	58,027	34,725	49,385	36,353	33,804
Special Activities for Handicapped	3,842	3,692	2,937	2,075	950
Other Instructional Activities (Neglected and Delinquent, Tuitions)	1,799	2,245	120	93	237

Personnel Employed To Serve Title I/Chapter 1 Students

Summary data indicating the number of teachers, aides, and other professionals employed with Title I/Chapter 1 funds during the past five years reveal the human resources aimed at educationally deprived students and help illustrate the role of Title I/Chapter 1 funds as an educational funding source for these children in the state's 92 school districts.

Number of Other Professionals and Paraprofessionals Employed

(Supervisors, Counselors, Evaluation Specialists, Administrators, Clerical Aides)

1979	655
1980	675
1981	603
1982	532
1983	471

Number of Teachers Employed

1979	1,541
1980	1,587
1981	1,667
1982	1,311
1983	1,152

Number of Aides Employed

1979	2,430
1980	2,422
1981	2,320
1982	1,796
1983	1,575

Budget Funds by Type of Service*

This table illustrates budgeted funds by service category and totals for fiscal years 1979-1983. The data provided in this table indicate the extent to which the state's 92 school districts have directed Title I/Chapter 1 funds and resources toward instructional activities.

Type of Service	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983
Instructional Expenditures	$34,481,267	$38,198,871	$43,626,659	$38,009,334	$36,729,521
Supportive and Administrative Services	$ 3,693,905	$ 4,927,549	$ 5,223,466	$ 5,411,275	$ 5,320,834
Other (i.e., fixed charges, indirect costs, portable units)	$ 8,840,059	$ 8,505,409	$ 9,981,834	$10,441,761	$ 9,751,652
Total	$47,015,231	$51,631,829**	$58,831,959**	$53,862,370**	$51,802,007**

*Data derived from the June Title I/Chapter 1 progress reports.
**Includes carry-over from previous year.

Program Effectiveness

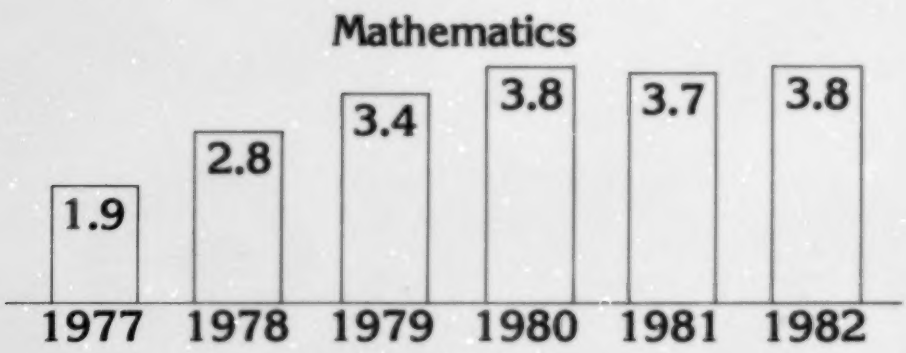
The effectiveness of Chapter 1 reading and mathematics programs in South Carolina is judged on the basis of a norm-referenced evaluation model that was promulgated by the United States Department of Education. The model uses standardized achievement test scores. Children are given a pretest either before or shortly after they enter a Chapter 1 program and are given a post-test toward the end of the program year. The actual post-test performance level is compared with the performance level that would have been expected if the children had not received special Chapter 1 instructional service.

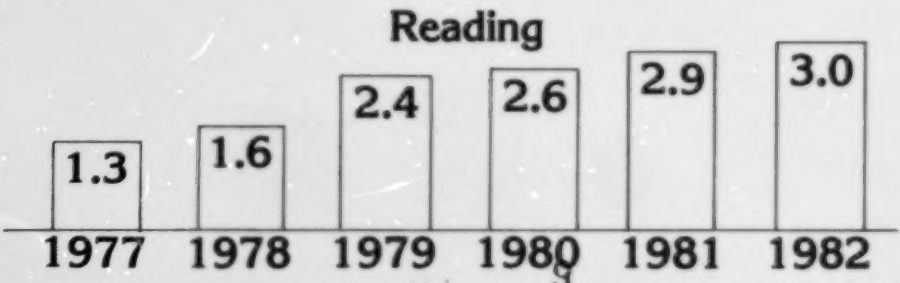
According to federal regulations, the gains must be expressed in a form which uses scores called normal curve equivalents (NCEs). If a Chapter 1 program has had no special effect over and above the effect of a regular program, the expected NCE gain would be zero. Any positive NCE gain, therefore, may be attributed to the special treatment that the Chapter 1 program provided.

The graphs shown represent the NCE gains for reading and mathematics programs in South Carolina for the six-year period from 1977 to 1982. That gains tend to increase or remain fairly constant is probably more important than that they simply are positive. An analysis of the gains reveals that the magnitude of the gains has increased each year in reading. In mathematics, there was a slight, insignificant decline in the gains in 1981, but in 1982 that loss was recovered.

These data may be interpreted to indicate that the effectiveness of Chapter 1 programs in South Carolina has tended to improve. Efforts at the state and local levels, however, should be continued in seeking more effective ways of providing instructional services to children who are in such great need.

Title I/Chapter 1 NCE Gains





Services Provided for Parents

Another view of the total Title I/Chapter 1 effort in South Carolina is reflected in the participation of parents in the projects designed for their children. This chart illustrates the number of parents involved each year over a five-year period.

1979	3,827
1980	7,091
1981	8,678
1982	7,697
1983	5,683

Exhibiting the Chapter 1 "Programs That Work"

The South Carolina Department of Education held its twelfth annual Education Fair on May 9, 1984. Projects featuring a variety of educational programs providing solutions to critical educational needs in local school districts were exhibited. The Chapter 1 Basic Grants Section of the Office of Federal Programs selected twenty-nine Chapter 1 projects for inclusion. Each of these projects exhibited significant gains at all grade levels served. Local school district personnel who have a responsibility in the development and implementation of Chapter 1 programs, local school district administrative personnel, and members of Chapter 1 parent advisory councils were invited to view the exhibits. Nearly 1,000 visitors were provided an introduction to these "Programs That Work."

Viewing programs that work elsewhere can often provide possible answers to challenges that previously may have seemed unique. The ED FAIR exhibits provide initial exposure plus an opportunity for each visitor to talk with personnel involved in implementation.

In order to provide greater visibility to these promising educational practices, each has been briefly described. Each description follows a similar format that offers a concise view and comparative information. In view of demonstrated effectiveness in meeting local Chapter 1 program needs, these summaries are presented in an attempt to provide a resource for ideas, to offer an array of potential solutions, and to stimulate districts to include in their planning a review of other Chapter 1 programs.

Readiness

District	Dillon 2
Activity	Elementary Reading
Grades Served	1
NCE Gain	13.2
Students Served	105
Number of Teachers	3 (2.5 FTE)
Number of Aides	1 (.5 FTE)
Adult-Student Ratio	1:3-5
Amount of Supervision*	—
Programs of In-service	13
Delivery System	Special Class
Cost Per Student	$388.83

Kinds of Instructional Materials and Supplies

Comprehension kits; rhyming stories; rhyming pictures; record albums; reading duplicator masters; prepared sentence strips; reading workbooks; developmental listening program; mini-books; cassette tapes; co-basal reading materials; games; filmstrip kits; alphabet letters; picture cards; and a variety of consumable supplies such as writing paper, construction paper, chart paper, pencils, glue, crayons, scissors, file folders, magic markers, etc. A great deal of teacher-made materials tailored to individual and small-group needs are used.

Program Description

Program success depends upon meeting student needs. This is best done through diagnosis based on the results of formal and informal tests, such as CSAB, CTBS, Barbe Reading Checklist, BSAP, teacher-made tests, and teacher observation. Instructional goods and objectives are based on student diagnosis, on state objectives for reading, and on CTBS test objectives, in addition to the objectives of the basal reading program. Grouping is based on diagnosed needs, but changes constantly as needs change. Students receive 25 minutes of instruction daily, usually in groups of four, in addition to regular classroom instruction. Chapter 1 and regular teachers coordinate their efforts, with the Chapter 1 teacher supporting the regular teacher with alternate approaches and materials. Chapter 1 progress reports are sent home each nine weeks.

*Supervision

No supervision charged to Chapter 1 project.

District	Laurens 56
Activity	Reading/Math Readiness
Grades Served	1
NCE Gain	7.2/12.0
Students Served	88
Number of Teachers	4
Number of Aides	0
Adult-Student Ratio	1:6
Amount of Supervision*	.25 (FTE)
Programs of In-service	2
Delivery System	Floating Teacher
Cost Per Student	$976.25

Kinds of Instructional Materials and Supplies

Short Vowels (cut and color activities), Creative Teaching Press (CTP); Beginning Consonants (cut and color activities), CTP; Sew and Know (numbers 1-12), The Monkey Sister, Inc., The Big Fearon Early Learning Book, Pitman Learning, Inc.; The Big Fearon Readiness Book, Pitman Learning, Inc.; Draw A Sound, Educational Products, Inc.; My Alphabet Book, Frank Schaeffer Publishers, Inc.; Fine Motor Skills, Frank Schaeffer Publishers, Inc.; Hopping into Readiness Skills, "Stick Out Your Neck" Series, Carson-Delossa Publishers, Inc.; AIMS Kits (pre-reading, initial consonants, math, Kit A), The Continental Press, Inc.; Now We Get Ready To Read (books 1 and 2), The Continental Press.

Program Description

Students in the readiness program are chosen on the basis of scores on the Test of Basic Experiences (TOBE). District 56 serves all children below the twenty-first percentile.

For two periods daily (one period each for reading and math), which are 25-40 minutes in length, the readiness teacher works with identified Chapter 1 students within the regular classroom. While the regular classroom teacher instructs the remainder of the class in reading and math, the readiness teacher works with small groups (of four to eight) of readiness students. For individual attention, these students are placed in subgroups according to identified areas of weakness. After receiving instruction from the Chapter 1 teacher, the group rejoins the class and receives instruction in math and reading from the regular teacher at some other point in the schedule.

The regular classroom teacher performs the basic instruction. The readiness teacher reinforces the basic instruction and uses manipulatives, concrete models, games, cassettes, etc. to provide additional exercises in basic skills areas.

*Supervision

.25 FTE Director of Federal Programs

Reading

District	Bamberg 2
Activity	Reading
Grades Served	1-6
NCE Gain	10.7
Students Served	93
Number of Teachers	2
Number of Aides	3
Adult-Student Ratio	1:4.5 (per class average)
Amount of Supervision*	—
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$500.00

Kinds of Instructional Materials and Supplies

A variety of materials is used in the implementation of this activity. Materials that are compatible and supplementary to the basal text and the locally developed curriculum guide are selected. The materials include manipulatives, games, programmed units, duplicating masters, filmstrips, cassettes, etc.

Program Description

Participants in this activity receive reading instruction in the regular reading classes in addition to Chapter 1 reading instruction. They are selected for Chapter 1 instruction according to grade level, but occasionally some groups will involve more than one grade level. All participants receive Chapter 1 reading instruction for at least 200 minutes per week. Students are involved in small group and individual instructional activities. Teachers are responsible for initiating all instruction and follow-up is done by aides. Emphasis is placed on drill and motivational-type activities.

Teacher-made tests and classroom observation are the primary methods for daily evaluation. Progress checklists and folders of student work are maintained. At the end of each nine-week period, project teachers report the progress of individual students to regular reading teachers for consideration in the determination of grades.

*Supervision

No supervision charged to Chapter 1 project.

District	Fairfield
Activity	Alternate Reading
Grades Served	2-6
NCE Gain	8.7
Students Served	227
Number of Teachers	5
Number of Aides	5
Adult-Student Ratio	1:6
Amount of Supervision*	0.4
Programs of In-service	14
Delivery System	Alternate
Cost Per Student	$905.00

Kinds of Instructional Materials and Supplies

Holt Basal Reading Series, Imperial International Learning Corporation materials, Sweet Pickles Reading Readiness Program, CRL materials, READ Program materials, Creative Resources, Inc. materials, Sprint Starter Library, Sprint Reading Skills Program, Bowmar Reading Kit, Scholastic Activity Kits and reading materials, current magazines and newspapers, Globe Books, *Reader's Digest* materials, Addison Wesley and Steck Vaughn reading materials, comic books, alphabet cards, and paperback and hardback storybooks.

Program Description

The core of instruction is the Holt Basal Reading Series, the same series used districtwide. The Chapter 1 reading classes differ from the regular district reading classes in three main ways: (1) a low teacher-pupil ratio—Chapter 1 classes have no more than six students per adult, (2) extra materials and supplies—Chapter 1 teachers have much more money for materials and supplies and they have much more of these accumulated from previous years, and (3) a laboratory approach—Chapter 1 classes have from three to five learning centers and the supplies and materials needed for them.

*Supervision

.4 Reading Supervisor

District	Orangeburg 1
Activity	Elementary Reading
Grades Served	3-6
NCE Gain	7.3
Students Served	40
Number of Teachers	1
Number of Aides	0
Adult-Student Ratio	1:8
Amount of Supervision*	—
Programs of In-service	4
Delivery System	Alternate
Cost Per Student	$401.54

Kinds of Instructional Materials and Supplies

Materials used in this activity include diagnostic tests (Houghton-Mifflin, Schonell Word Reading Inventory, and teacher-made tests that correspond to basic skills objectives); consumable items used in basic and enrichment systems; correlated materials; and a variety of instructional aids. A classroom library of paperback books is also maintained to encourage independent reading.

Program Description

Goals and objectives for this activity are determined by state objectives and the scope and sequence of the reading curriculum. The management system recommended by the South Carolina Department of Education is used to form instructional groups using the results of a very comprehensive diagnostic program. Skills, introduced to students on a one-to-one basis or in small groups, are taught using correlations in *Reader's Digest* Skill Builders, Houghton-Mifflin (basal), Scoring High in Reading, and ARPL. Skill development is recorded on individual student summary sheets. A structured environment offers routine and variety in (1) using listening stations as a teaching device, (2) using workbooks and practice pages, (3) working with the teacher who is introducing a new skill, and (4) free reading.

*Supervision

No supervision charged to Chapter 1 project.

District	Orangeburg 4
Activity	Reading
Grades Served	2-3
NCE Gain	8.5
Students Served	40
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:5
Amount of Supervision*	1 (reading supervisor)
Programs of In-service	4 (formal), 10 (informal)
Delivery System	Alternate Class
Cost Per Student	$38.90 (to install, not including personnel)
	$12.80 (to operate, not including personnel)

Kinds of Instructional Materials and Supplies

Scott-Foresman texts, skill books, and practice sheets; Hoffman Primary Reading Program; and teacher-made activities.

Program Description

Students are selected for Chapter 1 classwork according to teacher judgment and CTBS reading total scores. In their classroom, students are instructed in the skills covered in the BSAP and the CTBS tests.* Through the district curriculum guide they are taught or exposed to every reading skill identified in the state and district curriculum plan. Parents of the students are informed of the success and/or needs of the children. The program is evaluated through end-of-the-year testing with CTBS.

*South Carolina Basic Skills Assessment Program
Comprehensive Tests of Basic Skills

District	York 2
Activity	Reading
Grades Served	1-4
NCE Gain	8.2
Students Served	118
Number of Teachers	1 (.44 FTE)
Number of Aides	3.0
Adult-Student Ratio	1:6
Amount of Supervision*	.31
Programs of In-service	10
Delivery System	Special Class
Cost Per Student	$517.00

Kinds of Instructional Materials and Supplies

Supplementary Reading Series; SARI (Systematic Approach to Reading Instruction)—Skills Program; specific skills/multiple skills; workbooks; duplicating masters; Alpha-One Program—Phonics Program; cassettes/activity programs; manipulatives; games; recreational reading books.

Program Description

The Reading Special Class Program is a teacher/aide pull-out program serving grades 1-4 at three elementary schools. Utilizing materials supplementary to the regular classroom, activities are designed to provide additional instruction/reinforcement of appropriate reading skills and successful experiences in applying these skills. Of primary importance is the coordination between regular and Chapter 1 staff and the improvement of home-school communication made possible by the addition of a Chapter 1 Parent Involvement Specialist.

*Supervision

.31 Reading Supervisor

Instructional Support

.6 Parent Involvement Specialist

District	York 2
Activity	Reading/Language Arts
Grades Served	5-8
NCE Gain	10.6
Students Served	120
Number of Teachers	2
Number of Aides	2.4
Adult-Student Ratio	1:10
Amount of Supervision*	.2
Programs of In-service	10
Delivery System	Alternate
Cost Per Student	$418.00

Kinds of Instructional Materials and Supplies

Reading: SARI (Systematic Approach to Reading Instruction)—Skills Program; Special Project: Reading Achievement—Vocabulary/WA/Comprehension Action/Double Action Reading Units—Vocabulary Development/Comprehension Spotlight on Literature; Language: Tools for Good Language; Spelling: Silver Burdette Spelling Program; Writing: various activity ideas, book reports, duplicating masters; Handwriting: Zaner-Bloser Handwriting Kit; Recreational Reading Material: books, magazines, etc.

Program Description

The Chapter 1 Language Arts Program is an alternate program utilizing a teacher/aide team to provide a total language arts approach that is both developmental and remedial in nature. The major program goal is the improvement of reading skills through the integration of all language arts. Students are provided a minimum of 100 minutes of language arts instruction daily at both middle and junior high school levels.

Of central importance to the program are the provision of successful experiences in applying language arts skills and the improvement of home-school communication made possible by the addition of a Chapter 1 Parent Involvement Specialist.

*Supervision

.2 Reading Supervisor

Instructional Support

.4 Parent Involvement Specialist

Math

District	Charleston
Activity	Middle School Math
Grades Served	6-8
NCE Gain	10.6
Students Served	390
Number of Teachers	8.5
Number of Aides	8.5
Adult-Student Ratio	1:70
Amount of Supervision*	1.2
Programs of In-service	3
Delivery System	Alternate Class
Cost Per Student	$826.00

Kinds of Instructional Materials and Supplies

A wide variety of commercially prepared materials as well as teacher-made games and activities is used. Materials include manipulatives, instructional kits, supplementary texts and workbooks, games, puzzles, cassettes, duplicating masters, and filmstrips.

This is also a computer drill program using Computer Curriculum Corporation's mathematics courseware.

Program Description

The activity is designed to assist Chapter 1 students to achieve in mathematics using equipment, materials, and personnel not available to non-Chapter 1 students.

The Charleston County Mathematics Curriculum for grades 6-8 provides a specific list of objectives for each grade level. These objectives are grouped into levels and provide skills that may be retaught or reviewed. Each student progresses sequentially through the levels at his/her grade placement.

Each target school employs one or more Chapter 1 math teacher/aide teams assigned according to a ratio of one team for every 70 students. These teachers are responsible for the total math instruction of the students, all of whom are Chapter 1.

*Supervision

Chapter 1 Math Consultants

Instructional Support

Coordinator of Mathematics
Math Consultant
Director of Curriculum
Director of Middle Schools
7 Principals

District	Clarendon 2
Activity	Math
Grades Served	6-8
NCE Gain	13.5
Students Served	116
Number of Teachers	2
Number of Aides	2
Adult-Student Ratio	1:6
Amount of Supervision*	.3
Programs of In-service	4
Delivery System	Alternate
Cost Per Student	$484.73

Kinds of Instructional Materials and Supplies

BFA Problem-Solving Kits; Random House Spotlight and Scoring High; *Dynamath* and *Scholastic* magazines; various disks on geometry, problem solving, operations of whole numbers, fractions, and decimals; games that reinforce basic skills.

Program Description

The Chapter 1 Math Program is designed for those students in grades 6, 7, and 8 having the greatest need in mathematics. Students to be served are selected from a pool set up by eligibility points with final selection based on percentile rankings.

Two labs serve a maximum of 120 students daily. Each lab is staffed with a teacher and an instructional aide. Each teacher and aide work with a maximum of 12 students for a 50-minute instructional period.

This activity is carried out in a special math classroom and provides the total math instruction for those selected students. The Harcourt Brace Jovanovich Math Series serves as the center of the program and is supplemented with computer-assisted instruction and multilevel materials to help meet each individual's needs. The South Carolina Basic Skills Objectives are incorporated into the program.

*Supervision

.3 Math Supervisor

Instructional Support

.04 Evaluator
.2 AV Coordinator
.2 Secretary

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District	Darlington
Activity	Elementary Mathematics
Grades Served	2-7
NCE Gain	9.5
Students Served	743
Number of Teachers	14
Number of Aides	9.5
Adult-Student Ratio	1:6
Amount of Supervision*	1.5
Programs of In-service	6
Delivery System	Special Class
Cost Per Student	$465.00

Kinds of Instructional Materials and Supplies

System 80, Developing Mathematical Processes, Science Research Associates, Educational Developmental Laboratories, games, puzzles, duplicating masters, diagnostic tests.

Program Description

Participants in this math activity are selected according to the six criteria developed by the South Carolina Department of Education. After initial placement, the Key Math or ICRT diagnostic test is administered which not only determines each student's level of performance in mathematics, but also gives a comprehensive overview of his/her strengths and weaknesses.

There are many good commercial math programs. Among those used in the schools are System 80, DMP, SRA, and EDL. Each provides for individual placement in the program so that a prescribed course of instruction is developed for each child, involving specific tasks and evaluation of skills throughout the year. This structure does not in any way prohibit the use of many other materials by the creative teacher.

*Supervision

1.0 Math Supervisor

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District	Darlington
Activity	Junior High Math
Grades Served	6-8
NCE Gain	17.2
Students Served	188
Number of Teachers	3
Number of Aides	4
Adult-Student Ratio	1:6
Amount of Supervision*	.2
Programs of In-service	9
Delivery System	Special Class
Cost Per Student	$510.00

Kinds of Instructional Materials and Supplies

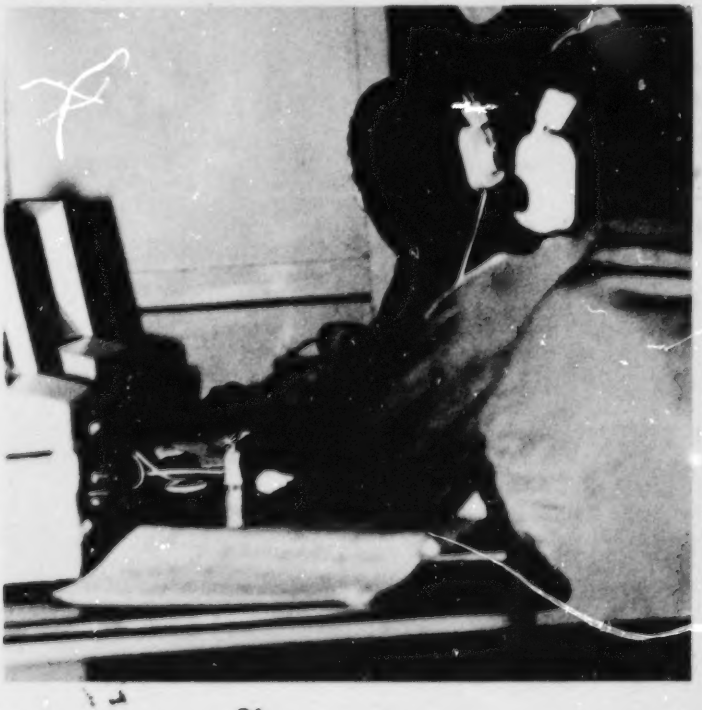
Hoffman materials, games, puzzles, records, duplicating masters, diagnostic tests.

Program Description

Participants in this math activity are selected according to the six eligibility criteria developed by the South Carolina Department of Education. After initial selection, the Diagnostic Mathematical Inventory (DMI) or the Hoffman Overview/Placement Test is administered to determine each student's level within the program and to provide proper placement for successful performance within the level. The core programs include Hoffman and the Educational Developmental Laboratories (EDL) programs. In the Hoffman program, the teacher prepares an individual prescription for each lesson undertaken by the student. EDL, a sequential in-depth program, provides learning through listening, problem solving, computing, drilling, model building, and game playing. The use of supplementary materials is encouraged in both programs.

*Supervision

.1 Math Supervisor



District	Dillon 2
Activity	Elementary Math
Grades Served	4-6
NCE Gain	12.0
Students Served	180
Number of Teachers	3 (3.0 FTE)
Number of Aides	3 (3.0 FTE)
Adult-Student Ratio	1:6
Amount of Supervision*	—
Programs of In-service	12
Delivery System	Special Class
Cost Per Student	$365.11

Kinds of Instructional Materials and Supplies

Hoffman math program components, math record albums, measuring sets, money wipe-off cards, geometric shapes, math activity skill books, cassette tape math exercises, math duplicating masters, "Charlie" math programs, film slides, charts, various consumable materials, and teacher-made materials.

Program Description

Students are pulled from regular classrooms to receive supplemental Chapter 1 math instruction for 50 minutes per day. Chapter 1 uses the Hoffman Instructional Program as the basic program, and correlates Hoffman to the basal math text used by the district. Diagnosis of student needs is based on a Hoffman placement test, supplemented by information from CTBS and BSAP. Individualized prescriptions are written for each student according to diagnosed needs. Skills are introduced by the teacher, with additional skill instruction taking place on the Hoffman viewer. Each structured lesson has specific objectives. If 90 percent mastery is not achieved, students are recycled, using alternate materials and instructional approaches. Mastery is tested after each lesson, unit and level.

*Supervision

No supervision charged to Chapter 1 project.

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District	Fairfield
Activity	Elementary Math
Grades Served	2-6
NCE Gain	8.1
Students Served	230
Number of Teachers	4.5
Number of Aides	4.5
Adult-Student Ratio	1:6
Amount of Supervision*	0.4
Programs of In-service	8
Delivery System	Special Class
Cost Per Student	$894.00

Kinds of Instructional Materials and Supplies

Hoffman Math System materials, Texas Instruments Speak & Math, Texas Instruments Little Professor, Digitor, flash cards, math games, Unifix Cubes, counters, metric rulers, yardsticks, student clocks, thermometers, scales, cassette players and math tapes, record players and records, counting money, counting frames, skill sheets, math puzzles, place value sets, Disney Schoolhouse Math, and similar materials.

Program Description

The program uses a diagnostic-prescriptive approach for individualizing instruction and a learning center approach for classroom management. An abundance of special materials is provided for the math laboratories, such as manipulatives and games. All of the preceding is typical of many Chapter 1 math programs; however, this program differs in that it is designed strictly around *T & T* and the South Carolina Basic Skills objectives. These objectives have been elaborated and put in a teachable form. A diagnostic test of these objectives has been developed, with four items per skill. Finally, all curriculum material is organized according to these skills.

*Supervision

.4 Math Supervisor

District	Florence 1
Activity	Elementary Math
Grades Served	3-6
NCE Gain	12.4
Students Served	267
Number of Teachers	19
Number of Aides	30
Adult-Student Ratio	1:6
Amount of Supervision*	.3 FTE
Programs of In-service	13
Delivery System	Floating Aide
Cost Per Student	$13.59 (excluding personnel)

Kinds of Instructional Materials and Supplies

SRA Corrective Math—teachers' editions of student books and supplemental materials, HBJ Mathematics, and other district instructional materials.

Program Description

Students are instructed in small groups under the supervision of a teacher or a trained aide. Each day a lesson from the Corrective Math program is presented and follow-up work is provided. Periodic in-program mastery tests are used to evaluate student progress. In addition to the skills taught in the Corrective Math program, students receive instruction from the district-adopted basal. Program implementation is monitored through the use of a skills checklist, a progress card, periodic updates, and frequent observations.

*Supervision

.3 FTE Coordinator of Elementary Mathematics

Instructional Support

Health, social, and testing services.

District	Greenwood 50
Activity	Math
Grades Served	2-6
NCE Gain	8.1
Students Served	224
Number of Teachers	5
Number of Aides	0
Adult-Student Ratio	1:9
Amount of Supervision*	—
Programs of In-service	8
Delivery System	Alternate
Cost Per Student	$433.00

Kinds of Instructional Materials and Supplies

Basal math text, supplementary texts, records, games, duplicating masters, filmstrip/cassette programs, manipulatives, System 80, tutorgrams, workbooks, "Scoring High on *CAT*," math teacher resource books, teacher-made materials, ICRT and other diagnostic tests, flash cards, programmed materials.

Program Description

The format for responsive instruction moves from student diagnosis to direct teacher instruction and follow-up activities. Through ongoing diagnosis, decisions about reteaching, extensive activities, and skills grouping are made daily by the teacher. The core program provides materials tailored to student learning styles and skill objectives needs.

*Supervision

No supervision charged to Chapter 1 project.

Instructional Support

.05 Clerical

30

District	Lexington 3
Activity	Elementary Math
Grades Served	2-4
NCE Gain	11.1
Students Served	92
Number of Teachers	2
Number of Aides	1
Adult-Student Ratio	1:8
Amount of Supervision*	.1
Programs of In-service	8
Delivery System	Special Class
Cost Per Student	$446.00

Kinds of Instructional Materials and Supplies

Harcourt, Brace, district math guide, math kits, tutorgrams, cassette recorders, language masters.

Program Description

Each student receives math instruction within the regular classroom and Chapter 1 classroom. Total group, small group, and individualized instruction are employed by the Chapter 1 teacher. The program is primarily teacher-directed with opportunities provided for ample reinforcement of specific skills.

*Supervision

.1 Reading Supervisor

District	Orangeburg 1
Activity	Elementary/Junior High Math
Grades Served	3-8
NCE Gain	9.4
Students Served	80
Number of Teachers	2
Number of Aides	0
Adult-Student Ratio	1:8
Amount of Supervision*	—
Programs of In-service	4
Delivery System	Alternate
Cost Per Student	$439.83

Kinds of Instructional Materials and Supplies

Materials for this activity include diagnostic tests, remedial and enrichment series for basic skills development and reinforcement, and parental involvement activities.

HBJ, Laidlaw Spectrum, and Scoring High in Math are used as correlations for the skills development program.

Program Description

Goals and objectives for this activity are determined by state objectives and the scope and sequence of the mathematics curriculum. The management system recommended by the South Carolina Department of Education is used to form instructional groups using the results of a very comprehensive diagnostic program (Key Math, ICRT, and teacher-made tests that measure the state objectives). Students work in a structured classroom atmosphere: instruction is provided individually or in small groups determined by needs. Profile folders, keeping a record of skills as they are developed, are maintained for each student. These folders are updated regularly by teacher and student so that proper placement is assured.

*Supervision

No supervision charged to Chapter 1 project.

District	Orangeburg 4
Activity	Math
Grades Served	4-8
NCE Gain	1[illegible]
Students Served	[illegible]
Number of Teachers	[illegible]
Number of Aides	2
Adult-Student Ratio	1:5
Amount of Supervision*	1 (part-time math supervisor)
Programs of In-service	12
Delivery System	Alternate Class
Cost Per Student	$20.10 (to install, not including personnel) $4.25 (to operate, not including personnel)

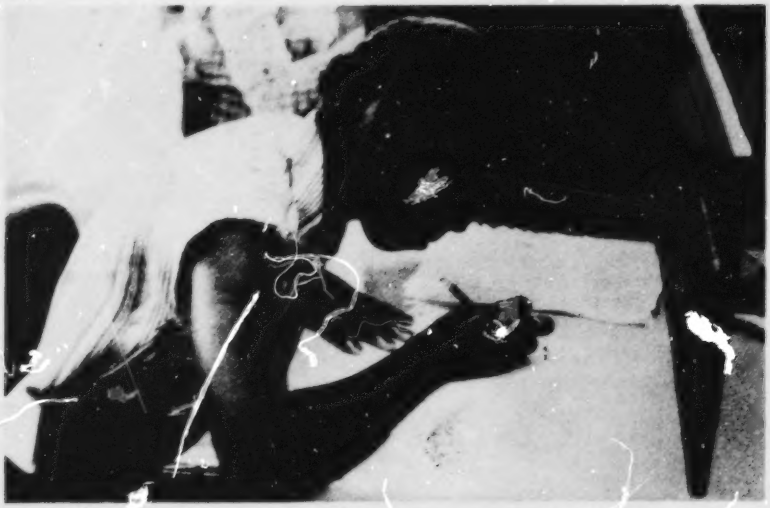
Kinds of Instructional Materials and Supplies

Macmillan Texts, skill drills, practice sheets, teacher-made games and materials.

Program Description

Students are selected for Chapter 1 classwork according to teacher judgment and CTBS math total scores. In their classroom, students are instructed in the skills covered in the BSAP and CTBS tests.* Through the district curriculum guide they are taught or exposed to every math skill identified in the state and district curriculum plan. Parents of the students are informed of the success and/or needs of the children. The program is evaluated through end-of-the-year testing with CTBS.

*South Carolina Basic Skills Assessment Program
Comprehensive Tests of Basic Skills



District	Orangeburg 5
Activity	Math
Grades Served	3-5
NCE Gain	7.1
Students Served	260
Number of Teachers	6
Number of Aides	2
Adult-Student Ratio	1:8
Amount of Supervision*	Math Coordinator and School Curriculum Coordinator
Programs of In-service	5
Delivery System	Alternate
Cost Per Student	$630.00

Kinds of Instructional Materials and Supplies

Techniques of Problem Solving—A, B, C, D (Dale Seymour); Great Ideas Manipulatives Kits: Place Value Program, Multiplication and Division Program, Fraction Program, Arithmablocks Math Program, Moneyblocks Program; Versa-Tiles Mathematics Labs; DLM, Moving Up in Money; Individualized Computational Skills Program; Cuisenaire Power of Ten Blocks; Spotlight on Math Series; Look Into The Facts Series; Mathematics Facts Cassettes; Elementary Geometry Charts; The Mad Minute Drill Sheets; From Models to Symbols: Picturing Numeration, Picturing Addition, Picturing Subtraction, Picturing Multiplication and Division; Chip Trading Activities; CTB/McGraw-Hill Basis Two, Levels 2 and 3.

Program Description

The objectives of the Chapter 1 Mathematics Program are to identify students who are performing in the lowest quarter in terms of national norms and to develop a program that will allow each student to learn at his/her own pace.

Students scoring at or below the twenty-fifth percentile on the CTBS math subtest are identified. Chapter 1 eligible students are then selected using additional criteria recommended by the South Carolina Department of Education.

Placement tests, and formal and informal diagnostic tests are administered at the beginning of the student's entry into the program. Using the test results, students are grouped according to specific skill needs. Instruction is given by the teacher in small groups or on a one-to-one basis. Each student is given specific instructional tasks that will help in mastering skills in particular areas of weakness.

As soon as a learning task has been completed, the work is assessed by the teacher or aide with the help of the student. The student gets immediate feedback. Individual records are kept so that each student can note his progress. Diagnosis is continuous so that the student is always working on an appropriate level at his own learning pace according to indicated needs.

Multimedia methods and materials used to meet specific needs include supplementary materials, worktexts, games, films, kits, teacher-made materials, filmstrips, records, tape recordings, language masters, and other audiovisuals when appropriate. In addition to extensive use of manipulatives, student participation is enhanced through "hands-on" experiences with concrete materials and simulated activities.

Instructional Support

Nurse
Attendance/Social Worker

District	Richland 1
Activity	Extended Day Math
Grades Served	2-5
NCE Gain	16.2
Students Served	56
Number of Teachers	5 (1.05 FTE)
Number of Aides	4
Adult-Student Ratio	1:8
Amount of Supervision*	.41
Programs of In-service	11
Delivery System	Extended School Day
Cost Per Student	$592.00

Kinds of Instructional Materials and Supplies

Mathematics kits, math games, filmstrips, cassette tapes, manipulatives, records, books, measurement devices, duplicating paper, transparencies, duplicating masters, file folders, felt pens, poster paper, chart paper, and laminating film.

Program Description

At Carver Elementary School, in the Extended School Day Program, the Chapter 1 math teachers and aides provide the instructional services for the Chapter 1 students following the regular school day. Students with the greatest educational needs are selected to participate and they are provided with a program which supplements, and is closely coordinated with, the regular classroom program in math.

Since there are two periods per day in the Extended School Day Program, the math students may receive reading instruction if the Chapter 1 selection criteria indicates a need in that area. The students who are not involved in both will participate in the Applied Curriculum Component of the program. The students will be provided with specific music, art, or physical education activities to reinforce the math objectives.

The Extended School Day Program (ESP) includes two parent assistants who serve as liaisons between home and school. They provide the school with information concerning student needs or concerns. At the end of the ESP school day, the parent assistants walk the students to their neighborhood areas to insure safe arrival at home.

*Supervision

.15 FTE

Instructional Support

.26 FTE

District	Richland 1
Activity	Elementary Math
Grades Served	2-7
NCE Gain	9.4
Students Served	984
Number of Teachers	18.5 (FTE)
Number of Aides	18.5 (FTE)
Adult-Student Ratio	1:27
Amount of Supervision*	1.65 (FTE)
Programs of In-service	12
Delivery System	Special Class (pull-out)
Cost Per Student	$572.00

Kinds of Instructional Materials and Supplies

Mathematics kits, math games, filmstrips, cassette tapes, manipulatives, records, books, measurement devices, duplicating paper, transparencies, duplicating masters, file folders, felt pens, poster paper, chart paper, and laminating film.

Program Description

The Chapter 1 Math Program serves students with the greatest educational needs in grades 2 through 5. Each math class is staffed with a teacher and an instructional aide who provide students with a program which supplements, and is closely coordinated with, the regular classroom program in math. The Chapter 1 teacher and the classroom teacher have regularly scheduled conferences concerning student progress.

The Alternate Class Approach is used at Wardlaw School for grades 5 and 6, and at Webber School for grades 6 and 7 since the students are included in a departmentalized organizational structure. Each Chapter 1 math class at these schools is also staffed with a math teacher and an instructional aide.

*Supervision

.75 FTE

Instructional Support

.9 FTE

District	Richland 2
Activity	Elementary Math
Grades Served	1-5
NCE Gain	14.6
Students Served	185
Number of Teachers	0
Number of Aides	4.5 (FTE)
Adult-Student Ratio	1:10
Amount of Supervision*	.25
Programs of In-service	5
Delivery System	Floating Aide
Cost Per Student	$315.00

Kinds of Instructional Materials and Supplies

Basal textbooks, kits, games, manipulatives, duplicating masters, and practice books.

Program Description

This program serves five elementary schools in Richland School District Two. Students are selected according to criteria mandated by Federal law—points are obtained based on teacher judgment of achievement level and degree of underachievement. Students with the lowest percentile rank from the CTBS are selected from the pool referred. Aides are scheduled to work in the classroom or a teacher-designated area during the regular class period whenever possible. Aides work only with identified students on an individual or small group basis, using plans developed by the classroom teacher. The aides provide extra supervised practice activities in the skill areas of greatest need. Each full-time aide works with a caseload of 40 students; each half-time aide has a caseload of 20 students.

*Supervision

.25 Math Supervisor

Instructional Support

.2 Secretary

District	Richland 2
Activity	High School Math
Grades Served	9-10
NCE Gain	14.2
Students Served	115
Number of Teachers	2
Number of Aides	0
Adult-Student Ratio	1:12
Amount of Supervision*	.25
Programs of In-service	5
Delivery System	Alternate Class
Cost Per Student	$402.26

Kinds of Instructional Materials and Supplies

State-adopted textbooks, consumable workbooks, cassettes, filmstrips, worksheets, ITV, calculators, life-skill materials, games, puzzles, manipulatives, TnT correlating program to BSAP.

Program Description

This program serves the two high schools in Richland School District Two in lab settings. Students are selected according to criteria mandated by Federal law—points are obtained from CTBS percentile rank and teacher judgment of achievement level and degree of underachievement. Two fully certified math teachers serve 120 students in both programs (12 per period, five periods per day). This is the student's only math class. After diagnostic testing, plans are made to remediate each student as his needs dictate. Much individual attention and small group work help inspire student confidence. Successful completion of the program earns a credit toward high school graduation and an assignment to a regular math class for the next year.

*Supervision

.25 Math Supervisor

Instructional Support

.2 Secretary

District	Spartanburg 2
Activity	Junior High Math
Grades Served	7-9
NCE Gain	13.9
Students Served	55
Number of Teachers	1
Number of Aides	0
Adult-Student Ratio	1:11
Amount of Supervision*	2
Programs of In-service	4
Delivery System	Alternate
Cost Per Student	$331.78

Kinds of Instructional Materials and Supplies

EDL materials (student response books, workbooks, placement and evaluation tests, cassettes, and filmstrips), Focus on Percent, Tables and Graphs, Working with Decimals, Working with Percent, Modern Mastery Drills in Arithmetic, No Frills Math Drill, acetate sheets, file folders, duplicating paper, magic markers, duplicating masters, rubber bands, and pens.

Program Description

The Chapter 1 teacher utilizes the EDL Math System as the core program. This system is diagnostic and prescriptive in nature and provides individualized instruction and ongoing evaluation.

The Chapter 1 teacher formulates an individualized educational plan for each student based on need.

Student progress is continuously monitored using EDL Cluster Tests and teacher-made evaluations.

The district's mathematics guide, the state's objectives, and the Teaching and Testing mathematics notebooks are utilized to assure that instruction follows the appropriate skills continuum.

*Supervision

Chapter 1 Coordinator
Chapter 1 Curriculum Coordinator

Instructional Support

Central Office Staff
Principal
Guidance Counselors
Media Center Specialist

District	Spartanburg 7
Activity	Elementary Math
Grades Served	2-6
NCE Gain	9.2
Students Served	217
Number of Teachers	6
Number of Aides	0
Adult-Student Ratio	1:12
Amount of Supervision*	1.1 (FTE)
Programs of In-service	7
Delivery System	Alternate Class
Cost Per Student	$625.00

Kinds of Instructional Materials and Supplies

The success of the program seems related primarily to the expertise of the Chapter 1 teacher, the small class size, and the motivating effect of selected materials and equipment such as Digitor, Classmate 88, Guided Reader, Tutorgram, Skillseekers taped programs, Versa-Tiles, SRA Schoolhouse, Pattern Blocks, Taskmaster, duplicating materials, activity and resource books, games, skill kits, and Distar Arithmetic.

Program Description

This activity was designed for students in grades 2-6. The Chapter 1 teacher provides the instruction for these classes. A planned program for basic skill development, diagnostic-prescriptive techniques, and appropriate levels of materials are used to supplement and extend instructional activities provided by the district. Flexible groupings, focused upon skill needs, allow these students the opportunity for more individualized help. A minimum of 50 minutes each school day is scheduled for math instruction in the Chapter 1 math room. The classes are visited regularly by two floating math specialists and the district's mathematics consultant.

*Supervision

1.0 Math Supervisor
2.0 Math Specialists

Instructional Support

.2 FTE Materials Clerk
.6 FTE Secretary

District	York 1
Activity	Math
Grades Served	1-5
NCE Gain	7.5
Students Served	122
Number of Teachers	2.5
Number of Aides	2.5
Adult-Student Ratio	1:10
Amount of Supervision*	.4
Programs of In-service	10
Delivery System	Special Class
Cost Per Student	$638.79

Kinds of Instructional Materials and Supplies

Spectras, Charlies, skill kits, filmstrips, math games, teacher-made supplementary/motivational materials, basal/supplemental textbooks and worksheets.

Program Description

Based on diagnostic assessments, personalized programs of instruction (including BSAP objectives) are provided during 35-minute periods five times weekly. Instructional methods and modes vary according to the child's learning style, learning rate, and interests. The regular/remedial teachers cooperatively plan and provide remediation in prescribed areas. Teacher/aide teams provide individual and small group instruction in this special math setting.

*Supervision

.2 Director

Instructional Support

.2 Secretary